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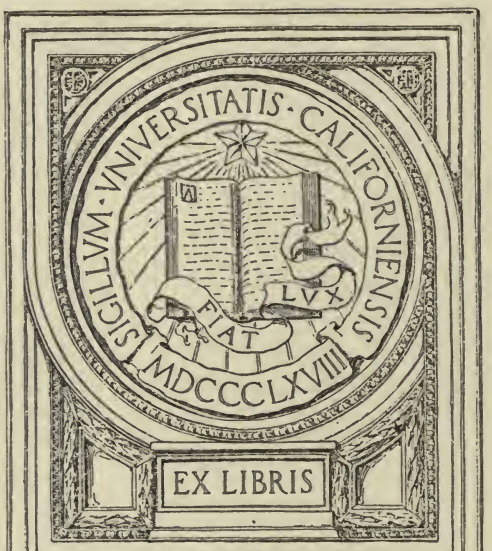
Newspaper Writing in High Schools

L. R. Flint



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Univ. of California

Newspaper Writing
in
High Schools

Containing an outline for the use of teachers.

By

L. N. FLINT

Professor of Journalism in the University of Kansas

NOBLE AND NOBLE, *Publishers*

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CALIFORNIA

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by
L. N. FLINT

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INTRODUCTORY

Cut and dried methods in teaching a subject that has had a place in educational institutions not much longer than aviation would be absurd. If anything in this pamphlet seems to be said with an accent of finality the reader will please disregard it.

The writer has the temerity to offer the high school teacher this outline for a course in Newspaper Writing only because of his having had several years' experience with English teaching in high schools and some ten years of experimentation in teaching Newspaper Writing to college students only one or two years removed from those in high school for whom the course of conducting a class in Newspaper Writing—details both as to matter and manner—all of us are still in the trying-out period.

L. N. F.

500180

Put your name
in this corner

Number the pages
of long stories

(The head will be written here by the
copy reader)

Indent paragraphs at least an-inch. Begin your story about two inches from the top to allow for heading or pasting. Leave margin at left of sheet. Generous space between lines facilitates editing. Print proper names: H O R A C E G R E E L Y, and be careful in spelling them — forty dictionaries in a newspaper office can not help any on proper names. Leave blank line at bottom of page. Whenever necessary, for clearness mark o, $\bar{o}$, and a, $\underline{a}$; u, $\underline{u}$, and n, $\bar{n}$.

Rules for Clean Copy Exemplified.

Newspaper Writing in High Schools

A PLACE FOR NEWSPAPER WRITING

A discussion of Newspaper Writing in high schools would, a few years ago, have had to deal at length with the reasons for such a course—excuses rather than reasons, they would have been called by most school-men.

But today the place of Newspaper Writing in the general scheme of language instruction is coming to be recognized. By no means all who were suspicious of the "fad" have become friendly, but most of them are at least tolerant. Best of all, the dislike of teachers of English composition for methods that were making somewhat vociferous claims of being "practical" and for "writing" that was associated with a word having such connotations of haste and slovenliness and inaccuracy as "newspaper," has softened into something quite like interest, if not approval.

Newspaper Writing is winning a place for itself. That it must still work hard to achieve good standing in educational circles is not a cause for complaint. Those who hold any field are quite right in asking to see the passports of newcomers. Laboratory methods in composition should be able to come off well from the most searching scrutiny or else they must expect to be held under suspicion while further evidence is

being produced. But they ought, of course, to be given a fair chance to bring forward the evidence.

Probably the true reason for much of the unwillingness to recognize Newspaper Writing as a standard English course, came from the fear that such attempts to make composition interesting were turning it into mere play; and it cannot be denied that students busily writing for their newspaper often seem to be having too good a time to call it work—accepting somebody's definition of work as something we do when we would rather be doing something else. But, more and more, teachers of English are wishing it were true—even if some of them cannot quite believe it yet—that students could learn to write without being unhappy in the process.

Indeed, as the idea gains recognition that self-instruction in composition is the best instruction, the companion idea that self-instruction waits on interest and enjoyment becomes clear. Methods—even vaudeville methods—that supply this interest incentive may be tolerated. And thus, even in conservative minds, the methods of a News Writing course—sensational as they may seem to such minds—establish their right to a trial.

THE PURPOSES OF THE COURSE

Two main benefits from a course in Newspaper Writing in a high school have been seen in schools where the course has been given: first, to the students in the class; second, to the school as a whole through improvements in the high school paper.

The problem of the paper and the best methods of handling it will be considered later

As regards the students in the course, the purposes kept in mind by the teacher may be somewhat as follows:

First, is the purpose of developing in the student a liking for composition, and increasing his ability to write, by affording him: (1) the stimulus of print; (2) something about which to write; (3) the inspiration of having an audience, since he knows that his best work will be generally read; (4) the feeling that what he writes may not only inform but influence his readers; (5) the realization of the true utility of rhetorical forms of expression as he begins to use them now not merely to satisfy an instructor but to produce effects on his public; (6) ability for self-criticism in writing; (7) appreciation of the value of ideas; (8) resourcefulness in gathering and stating facts. This first group of aims has to do with the meaning of the newspaper to the student as a writer.

Second, is the object of developing the student's power of observation; his understanding of the difficulty but necessity of accuracy; his apprehension of the raw material of pathos and humor; his impulse to help make things better; his admiration for more finished forms of literature than journalism affords. All this constitutes the value of newspaper writing to the student as a man or woman.

Third, is the aim of giving the student an understanding of the newspaper as an institution, an organ of democracy; of acquainting him with the different kinds of newspapers; of showing him how to read newspapers; of familiarizing him with the significant facts in the history of journalism in their bearing on

the growth of freedom of expression. These subjects form the beginning of that knowledge about newspapers which is valuable to the student as a citizen. And the ultimate reaction of such education in the improvement of public taste as to newspapers may well be a prime tenet in the faith of teachers of this subject.

THE COURSE NOT PRIMARILY VOCATIONAL

The course is not to be established with vocational purposes primarily in mind—direct vocational aims, at least. It has become sufficiently plain that the success of such a course depends much on a full recognition and acceptance of this limitation.

Journalism is a profession. Adequate preparation for it is a serious matter of years, as is preparation for other professions. It would be most unfortunate from all points of view if young people in high schools were encouraged or permitted to think that a course in Newspaper Writing is a course in journalism. So clearly is this fact recognized that in one state at least, with a highly developed school system, the name, "journalism"—as also "law" and "medicine"—is not permitted as a title of a high school course. It is entirely misleading and most unfortunate when so used.

For the sake of the interest incentive, it is well that the conditions of actual newspaper work be reproduced as closely as possible for the class in Newspaper Writing. It is thrilling to the student to think that he is doing the same sort of thing for which the world pays liberally. And the course will inevitably have influence in vocational directions. But the wise teacher will never forget that it is fundamentally a

course in composition—that it should be the best possible course in composition—and that this is its reason for existence.

The name "Newspaper Writing"—corresponding to the term, "magazine writing"—is to be preferred to the narrower, "News Writing," because it is desirable that the writing of feature stories, human interest stories, and editorials be included in the course and covered by the name.

PREPARATION OF THE TEACHER

Books on Newspaper Writing have appeared in considerable numbers during the past few years. The high school teacher who wishes to take charge of a class in this subject, but who has had no training in newspaper work, can acquire from such books a knowledge of essential facts. Acquaintance with newspaper men will be of great help. Little journeys to newspaper offices will reveal not only how things are done but the spirit in which they are done. And the teacher needs to breathe deeply of this atmosphere. Most important of all is close and understanding friendship for the newspapers themselves, growing out of careful reading, analysis, comparison, historical study, and appreciative criticism.

From such experience comes confidence—sureness of touch—that wins respect from students, resourcefulness that enables the teacher to maintain interest at white heat, and appreciation of the conditions under which newspapers are made that helps the teacher to avoid giving students false impressions and ideals.

If this practical experience can be gained in a school or department of journalism where not merely one method of doing things is practised but where all methods are tried and compared; where it is somebody's business to give helpful criticism at every stop; and where the broader aspects of newspaper practices and their interrelations are considered, so much the better.

But special preparation, through some means, the teacher must have. In the interests of the students for whose advantage this work is being introduced into the schools, it should never be assumed that whichever member of the faculty happens to have a vacant period is thereby properly ordained to teach Newspaper Writing.

AS TO USING A TEXT

The best results—the right results—are most likely to be attained when only the newspapers themselves are used as texts.

It cannot be too often reiterated that the characteristic feature of the course in Newspaper Writing is its interest incentive associated with the fact of publication. Therefore the newspaper itself should always hold the center of the stage.

Moreover, there is a great advantage in having the student realize at the start a sharp distinction between the course in Newspaper Writing and all other English courses he may have had. If he is one of those who early developed an unfortunate dislike for composition, or if he is one who has settled in his own mind that he never can write, this shock of beholding

composition from a new angle is especially salutary. And it is well if the entire class can be impressed with the refreshing notion that "here is something different." Curiosity is not to be despised, nor the spirit of adventure, when it may contribute to the end sought —that more or less clumsy handlers of the marvelous tools of language may teach themselves to do with skill the things they seek to do. The teacher may well face his class with only a newspaper in his hand and only a newspaper on his desk.

For examples of newspaper stories, however, recourse may be had to the two books of typical stories mentioned hereafter in the book list. The question as to how much time to devote to assigned readings in various books on the newspaper is also touched upon in that section.

Classics May be Read.

Classics are often read in connection with the course. It is difficult to see how time can be found for them if the varied opportunities for filling out the course with newspaper subjects are embraced. But certainly there is no incongruity in the introduction of classics. Indeed a reading course might be planned which would maintain close and instructive association with Newspaper Writing through the fact that the authors were journalists.

A Place for Current Events.

Current events, if not elsewhere placed in the course of study, may appropriately receive attention in the class in Newspaper Writing. In fact they are bound to receive attention there anyhow. But systematic

"bookkeeping the news" involves considerable expenditure of time.

No Room for Oral English.

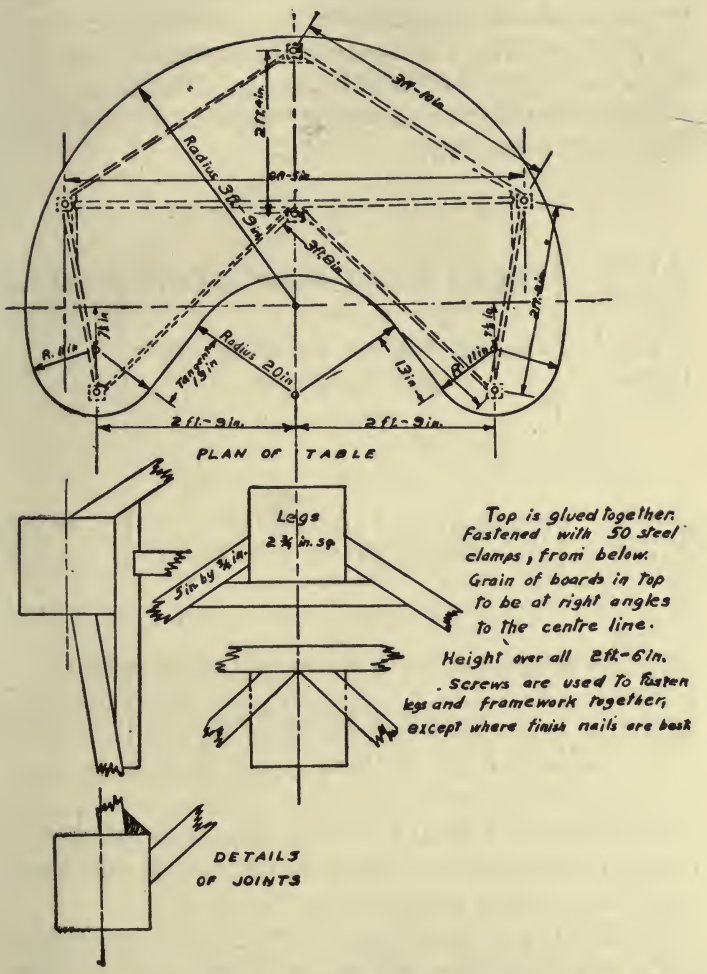
Oral English, sometimes dumped into the newspaper course, seems out of place there. At least the name seems out of place. Every reporter needs such training—and gets it every time he dictates a story into a telephone or, as a class exercise, is required to dictate to an imaginary transmitter—but this is to be regarded as a part of the training in newspaper writing rather than as "Oral English."

Fees, to Pay for Papers.

To cover the cost of newspapers and periodicals, or to buy books for the library, a fee of fifty cents each term will need to be required of each student. In fact, considering that there is no expenditure for texts, the fee may reasonably be one dollar.

EQUIPMENT

Typewriters are the most important pieces of equipment for the newsroom—and the class-room should, so far as practicable, have the aspect of a newsroom. But the difficulties in providing such equipment are usually serious. Often they are insurmountable: no money for typewriters; no room for them; no time except evening when they can be used. Nevertheless, typewriters are almost indispensable, contributing as they may to the one great end, perfect copy. Students may well be encouraged to buy them or to rent them, individually or in clubs.



Plans and Specifications for the Type of Copy Desk Found in Many Newspaper Offices.

A news or copy desk is a desirable piece of equipment. It has the maximum utility besides doing much towards creating a newspaper atmosphere in the room. A prevailing style of desk is shown in the illustration.

Wire baskets for news copy, "time" copy, and edited copy, are necessary.

3

10 Point Century Bold	TREES NEED NEW BANDS	21 Units
10 Point Century Bold	Canker Worms Crawling Over Dry Tanglefoot	6 Words

2

8 Point Century Bold	STRENGTH OF LIBRARY IS STRENGTH OF UNIVERSITY	22 Units 22 Units

1

(Not to be used on stories of more than one paragraph)

8 Point Century Bold	Board Is In Session Today	27 Units

Schedule of News Heads for a High School Paper.

A schedule of heads used in the paper should be posted conveniently. News-schedule cards and newspaper style-books should be on the desk.

The need of a telephone will vary with conditions; but a telephone directory and a city directory are sure to be of use.

Such other desirable equipment as maps, a globe, pencil sharpeners, paper files, and a calendar, suggest themselves.

A special table or case for high school exchanges keeps these valuable contemporaries in the right place.

NEWS SCHEDULE

Date.....19..

SPACE	HEAD	SLUG	REPORTER	DUE

Ruling Suitable for a News Schedule Sheet Enabling the News Editor to Keep a Check on the More Important Stories.

On the walls may be hung portraits of famous journalists and framed copies of interesting old papers. Every community will respond to a call for such material.

A letter file in which clippings, properly mounted and systematically arranged may be preserved is invaluable. Such a "morgue" will grow in value to the class and to the teacher. It may also serve as a stimulus to good writing, for there is great glory in writing an article good enough to be preserved in the "morgue" for the benefit of future "generations."

FORMING NEWSPAPER ACQUAINTANCES

Some day early in the term the teacher will show

the class a copy of let us say, the *Chicago News* and talk about it somewhat as follows: "Let me introduce to you a powerful newspaper personality, the *Chicago News*. As when you are introduced to a flesh-and-blood individual, you first get a general impression from the face. Here is a clean, open newspaper countenance, fairly regular as to features, having a healthy complexion, good color, and no offensive distortion of features.

"At first glance you say that here is a personality both dignified and intelligent, probably trustworthy, not too insistent on its own views, inviting closer acquaintance. As your glance wanders, you observe that this newspaper individual is dressed in good taste, collar clean, necktie on straight, shoes polished, hose not too loud.

"As when we are making the acquaintance of a flesh-and-blood individual, our second set of impressions comes from things said and the manner of speaking. This newspaper doesn't shout at you, nor make violent gestures, nor assume a tragic air, nor 'tip you a wink' with a suggestion of a good scandal story coming. It seems to appreciate that you want information, and at once proceeds to give it to you.

"Ten minutes with any human being ought to reveal approximately how interesting he is likely to prove. Ten minutes with any newspaper personality will do the same. Is it shallow, thin, or thoroughgoing? Is it interested only in the present moment—keen but gossipy—or is it aware of the past and the future—trying to get the present into perspective? Is it heavy or snappy in its expression of opinion? Is it well

stored with interesting matter beyond mere facts and opinions?

"A longer acquaintance with a newspaper personality, as with a human being, will be necessary to demonstrate whether it is consistent in its purposes, clean and honest in business matters, independent, humane, courageous."

All this is merely suggestive of a manner of approach. The important thing is that the approach be made in such a way as to lend direction to the students' efforts in working at a difficult problem.

During the year, students in the class should become well acquainted with six or eight important newspapers representing the most common types. To attempt more than this is to invite confusion in the mind of beginners. To attempt less is to neglect an invaluable stimulus to the interest of students in their work; their understanding of it; their respect for it.

Moreover, this searching acquaintance with newspapers, and the consequent critical attitude towards them, works in the direction of that hoped-for by-product of such courses in schools and colleges, a demand for better papers.

REPRESENTATIVE PAPERS FOR CLASS STUDY

It is difficult to pick out from among the newspapers in the United States six or eight to be recommended as the best for purposes of study. Let it be taken for granted that the leading state papers will be accessible to members of the class. For the rest—the representatives of the metropolitan press—satisfac-

tory selection might be made from the following list, choosing one, at least, from each of the four groups and paying some attention to geographical distribution.

Help in augmenting the newspaper list may sometimes be obtained from other departments in which the use of newspapers is particularly desirable. Every teacher of civics knows how much the study of this subject is enlivened by a daily search of the newspapers for instance of civil government in actual operation. The study of history takes on new meaning when the students learn to view it in the light of what he is observing of history in the making. Even in a course in modern language or in a course in science, newspapers will be of considerable use. By making geographical charts of the news found in an issue of any metropolitan paper, the students' knowledge of geography may be refreshed. By these and other means newspapers may be made of service to the school as a whole, and the school as a whole may be willing to bear a part of their cost.

GROUP A

New York Times.
New York Evening Post.
New York Sun.
Brooklyn Eagle.
Boston Transcript.
Philadelphia Public Ledger.
Chicago News.

GROUP B

New York World.
New York Tribune.
Philadelphia North American.
Chicago Tribune.
Kansas City Star.
Los Angeles Times.

GROUP C

Springfield Republican.
Columbia State.
Christian Science Monitor.
Portland Oregonian.
Indianapolis News.

GROUP D

New York Evening Journal.
Cleveland Press.
San Francisco Chronicle.
Atlanta Georgian.
Washington Times.

The class will be keenly interested in seeing copies of the *London Times* or other foreign newspapers that may come to hand.

Toward the end of the term, when a more intensive study of newspaper types may be undertaken, it will be found that the comparative method gives best results. Students appreciate newspaper individuality quickly by the aid of contrast such as may be exemplified, for example, by the *New York Evening Post* and the *New York Evening Journal* or the *Boston Transcript* and the *Kansas City Star.*

PROVIDING OUTLETS INTO PRINT

The definite claims that are made as to the value of the course in Newspaper Writing center about the fact of publication. If the teacher will examine the "psychology of print" he will gain a cheering realization of the subtle but potent influence of this aid to his work of teaching. No other writing incentive approaches it in vividness for young minds. It puts the flesh and color of reality and life upon the often for-

bidding skeleton of composition work. Its stirring appeal rouses the indifferent. Revision of written work becomes tolerable to the student when print is the object. The necessity for perfection of form can best be taught, someone has aptly said, through the "relentlessness of type."

Every available avenue into print, then, should be discovered by the teacher and opened to the use of students.

Best of All, the High School Paper.

A high school paper, as large as conditions permit and published as frequently as possible is, of course, the most valuable outlet. The high school Annual may prove a useful medium. The local papers can almost always be used to great advantage.

Use May be Made of the Local Papers.

Three methods of employing the coöperation of the local papers have been successfully used. First, the publication by the local paper of high school news, either in a special column or scattered throughout the paper; second, the publication of a high school paper within the local paper, as shown in the illustration; third, the issue of special numbers, written entirely by students.

The last undertaking is sure to be tremendously interesting to the class, but from the standpoint of the publisher is hardly judicious.

The high school paper within the local paper has obvious advantages especially when the high school has no paper of its own.

ABILENE DAILY REFLECTOR, ABILENE, KANSAS, MAY 26, 1917

Abilene High School Booster

Vol. II Friday, May 25, 1917 No. 26

Published Weekly by the Abilene High School

Editor in Chief ..... Frances Curry
Exchange Editor ..... Myrtl Rodney
Editorial Staff

Annie Arndt Myrtle Hancock
Martha Hill Madelon Stanley
Esther Lynch

Class Reporters

Senior ..... Minny Stephenson
Junior ..... Agnes Furney
Sophomore ..... Maude Burk
Freshman ..... Paul Krapfel

Social Reporters

Girls' ..... Frank Young
Athletic ..... Harry Hunsicker
Society ..... Frances Short

Wish

In this year's last issue of the booster the staff wishes to thank we all—readers, exchanges, the Abilene Reflector, reporters, faculty, students, newspapers and everyone—for your kindness, assistance, praise and criticism. We hope you will pardon the mistakes we have made and above all forgive Booster Betty if her "beliefs" have displeased you.

Honor Students

There are fifteen honor students of this year's graduating class. The fifteen who have received grades of more than 90 per cent are Frances Curry, Helen Scaife, Myrtl Rodney, Lillian Kinderdine, Lavona Reynolds, Lila Williams, Frances Krapfel, Mildred Farrel, Milton Elsenbower, Delsey Crane, Lottie Lilly, Irene Graham, Earl Hutchinson, Opal Hershey and Paul Jeffcoat. These constitute 7.5 per cent of the class and is an unusual record, and one of which the school as a whole is proud.

New Courses

Mr. Storey has announced that courses in French and Spanish will be offered in S. H. S. next year. An instructor has been elected as yet. Mr. Storey and Mr. Furness are making plans for more work in military training next year and hope to secure equipment from the war department.

"Where, Oh Where"

Girls Summer

Miss Pickard—Summer school, University of Kansas.

Mr. Furness—Kansas City, Mo.

Miss Slade—Simpson, Kan.

Miss Slee—Emporia, Kan.

Miss Dunn—Summer school, Chicago University.

Miss McLachlan—Columbia University, New York.

Miss Bartnett—Marysville, Kan.

Miss Keating—Ottawa, Kan.

Miss Wolf—Chicago University.

Miss Campbell—Wisconsin University.

Mr. Simpson—Chicago.

Miss Ellis—Morton, Kan.

Miss Morgan—Schenectady, N. Y.

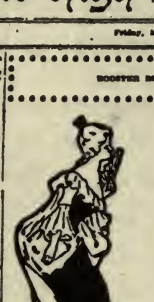
Mr. Gage—Training camp at Fort Riley.

The class of '17 with its 52 members is the largest ever graduated by A. H. S. The smallest were those by the members of '20, to the efforts of the faculty and the class hope to reduce "credits" on the school.

ROLLED

Miss Will Hall and daughter Dorothea are down from Salina visiting at the Chas. Hall home.

Miss Edna Kitchell and Geo Barnhart motored from Illinois



Booster Betty Herself

BOOSTER BETTY BELIEVES

That people have misrepresented her shamefully so far the first time she published her picture.

That the Seniors may not be asked but they were surely in the mind.

That it's a shame the ambulance car Miss Morgan drove at the Senior picnic was not a Marmell.

That she'd like to be married in June, too.

That if she wrote about the faculty as often as she thinks of them everybody would know them well.

That at least one Senior is glad that Pelka says home "for commencement.

That the high school cadets will be attending in uniforms next year.

That the style for swearing was not overlooked by the Freshman girls.

That she will sleep all summer, Sure—

That she will make her bow again next September.

COMMENCEMENT WEEK

Monday

A party of the faculty had a farewell spread at the high school and joined the Seniors later at their "stag."

Tuesday

The Class Night exercises were given at the Scaife theatre. The orchestra and glee clubs furnished the music. The following students represented the classes: Senior, Karl Hamilgarten; Prances Pengel and Mary Kaufman; Junior, Lorna Troup; Sophomore, Julia Lorier and Gretchen Engh; Freshman, Karl Engh.

Wednesday

The Seniors and Faculty went to Bleecher's grove for an all-day picnic.

Thursday

Miss Wolf chaperoned a crowd of Juniors and Sophomores on a fishing trip.

The A. H. S. Alumni association entertained the seniors and faculty of the high school with a reception last evening at the A. O. U. W. hall. The program was as follows: Music, H. S. Orchestra; Welcome to Seniors, Wilbur Nicolay; Response, Harvey Bohrer; Violin Solo, Mr. Simpson; Reading, Miss Marian Pultorene; Address, Alumni; Violin Solo, Miss Marie Wass; Vocal Solo, Miss Ada Anderson; Talk, Mr. Shoemaker; Music, H. S. Orchestra; "Orange and Brown" Alumni. A short business session came next. The secretary and treasurer's report was followed by the election of the following officers: President, Mrs. Roby Johnson; first vice president, Edward Schein; second vice president, Bruce Hurd; secretary-treasurer, Miss Edwards. Refreshments followed the close of the program. The hall was decorated in class and flowers. The seniors were happy to be so welcomed by the association and through the president of the class pledged their hearty co-operation with the older members of the alumni.

Friday

"Farewell chapel" was held this morning at 10 o'clock. The orchestra furnished the music. Miss Ellis gave two readings. Mr. Storey and Mr. Furness made short talks. Track A's were awarded to A. Ellis, R. Smith, L. Wilcox, L. Engle, C. Koop and T. Healy. R. Clemens, O. Ensberger, C. VanDoren, R. Bell, C. Sampson, T. Healy and H. Fisher received their baseball A's of the same time. It was also announced that Myrtl Rodney won the Independent magazine's essay contest. The subject of the essay was "The Development of the American Short Story." All Juniors and Seniors of the Baptist Sunday school were to eats. The magazine awards a medal to the winner. Mr. Storey met the Seniors for an short time at the close of chapel. Short periods for the distribution of cards followed and school was out.

Mr. and Mrs. Storey are entertaining President Philbed at dinner this evening.

The commencement exercises will be held in the Scaife theatre tonight at 8 o'clock. President Pilbed of Bethany college, Lindsborg, will deliver the address.

Edwin Anderson, member of the junior class and a commercial student of one year, has secured the American penmanship certificate.

On last Saturday night the second supreme was given to a well filled house. "Freshmaster" is a very

GRADE NEWS

Garfield

About 200 visitors saw the art exhibit Wednesday at the school house and all the work of the seventh and eighth grades was on exhibit in Cain's window. The largest piece of work was the model Kansas farm by the fifth grade under Miss Tait. Every part of the farm from the residence to the corn field was in place on the large table which was covered with sand as soil. Miniature automobiles were on the road and in the garage. The telephone poles were made with the golden belt and the negro memory at the back door watched the cows and horses in the barnyard.

Otto Smith talked to the fourth grade Wednesday on patriotism and left of his experiences in camp.

Sixty-two pupils were promoted from the eighth grade this morning and will compose the Freshmen class of high school next year.

Mr. Potter will leave soon for Montana where he will engage Redrath-Horner chautauqua work.

McKinley

The Mothers' club served a picnic dinner at noon today to the pupils and teachers.

The exhibit of art work on Wednesday and Thursday was well attended.

Lincoln

The exhibit of the art work was held Wednesday afternoon. The Mothers' club showed great interest by their inspection.

A short closing program was given this morning in each of the rooms.

Junior Gifts to Seniors

The Juniors gave Miss McLachlan a watch for her traveling bag and gave Mr. Simpson a silver belt buckle as a token of appreciation for their kindness in acting as sponsors for the class this year.

Annual Out June 16

The "Orange and Brown" will be out June 16. The out-of town subscribers will receive their copies through the mail and the town subscribers will be notified when they are ready for delivery.

SCHOOL CALENDAR

6		June
7		
8	Weddings,	
9		
10		July
11	Vacation.	
12		
13		August
14		
15	Vacation.	
16		
17		September
18		
19	School,	
20		

The High School Paper Within a Local Daily. It Occupies About a Third of the Page and is Newsy and Attractive in Make-up.

The daily or weekly column of high school news is preferable to the plan of scattering such news throughout the paper, and is most useful if it can have a characteristic heading and a regular position.

If any arrangements can be made to afford students an opportunity to write other than high school news in the offices of the local papers, so much the better.

Correspondence for City Papers.

Opportunities for correspondence for outside papers will occasionally be discovered and should always be embraced.

A Modern "Acta Diurna" Will Help.

Lacking some or all of these outlets into print, the class in Newspaper Writing may "publish" a "newspaper" on a large bulletin board reserved for that purpose. The material for the "paper" may be written and edited; the make-up of the different pages decided upon; the main heads "printed" with a pencil by someone in the class who can draw letters; and the material posted on the board.

Lest the teacher should hastily conclude that this method is hardly worth a trial, it can be said that one of the largest schools of journalism uses it exclusively with good results.

BOOKS FOR READING ASSIGNMENTS

The amount of reading to be required of the members of the class in Newspaper Writing should depend largely on two conditions: first, if the teacher's preparation for handling the subject is slight, he will naturally rely considerably on books to which his

students can go for information along the lines of technique, history, biography; second, if the channels into print are inadequate so that the student can do only the minimum amount of written work, the proportion of time that can profitably be given to book work of any sort will be correspondingly more.

The teacher will inevitably work out his own idea of what the course should be, but it is safe to say that the longer he teaches it, the less he will depend on books. This is not to say, however, that a shelf of newspaper books is not indispensable, if for no other reason, in order to cultivate respect for the course in the minds of such persons as are not much impressed by anything until they have beheld the backs and titles of the "literature" of the subject.

A few of the best books on news writing and editing, and the types of newspaper stories should certainly be available. If possible the library should contain also a history of journalism, the biographies of a few great journalists, and a few books on advertising—perhaps twenty volumes in all. Standard reference books are, of course, necessary.

A LIST FROM WHICH TO CHOOSE

The following list of books contains by no means all the titles that are worthy of mention, but it will be useful in forming the nucleus for a newspaper alcove in the high school library.

An expenditure of $25.00 will make a fair beginning.

Theory of Newspaper Writing.

"News, Ads, and Sales," by John Baker Opdycke;

The Macmillan Co., New York; 1914; pp. 192; illustrated; $1.25.

Easy and interesting description of newspaper form and content, magazines, advertising, and salesmanship, with list of helpful questions and topics for class discussion. Perhaps the best beginners' book for high school pupils.

"Practical English Composition: Book II," by Edwin L. Miller; Houghton Mifflin Co., Boston; 1917; pp. 175; $.35.

Stimulating discussion of news writing, analyses of model stories, and suggested time schedule for one hundred days' work. Also list of subjects for stories and suggested readings. Likely to be of much assistance to the teacher.

"Newspaper Writing and Editing," by Willard G. Bleyer; Houghton Mifflin Co., Boston; 1913; pp. 350; $1.65.

An exhaustive discussion of news gathering, writing and editing. A text book used widely in college classes. Indispensable for the use of the teacher, especially the teacher with limited preparation.

"The Writing of News: A Hand Book," by Charles G. Ross; Henry Holt & Co., New York; 1911; pp. 233; illustrated; $1.40.

A text-book taking up all phases of newspaper work. One of the most useful of the earlier books on the subject.

"Making a Newspaper," by John L. Given; Henry Holt & Co., New York; 1911; pp. 300; $1.50.

A complete account of newspaper methods and organization. One of the earlier books on the subject

but one of the very best, though lacking the distinctive text book form. Likely to prove useful and interesting to both teacher and pupil.

"The Practice of Journalism," by Walter Williams and Frank L. Martin; E. W. Stephens Publishing Co., Columbia, Mo.; 1911; pp. 300; $2.00.

A treatise on newspaper making, containing divisions on the newspaper profession, editorial writing, news gathering and news writing. An excellent book for reference reading in high school classes.

"Practical Journalism," by Edwin L. Shuman; D. Appleton & Co., New York; 1905; pp. 265; illustrated; $1.25.

An interesting treatment of newspaper topics used as "The Evolution of the Press," "The reporter at work," "Editors and their methods," "Women in newspaper work," "Editing a country paper," "The law of libel."

"News Writing: The Gathering, Writing, and Handling of News Stories," by M. Lyle Spencer; D. C. Heath & Co., New York; 1917; pp. 357; $1.25.

An exceedingly practical book approaching the work of the reporter as he will meet it on beginning his first morning's duties in the news room. Also contains types of "stories," and an appendix with much information on style, correcting copy, proof reading, and terminology. A valuable book for beginners.

"Essentials in Journalism," by H. F. Harrington and T. T. Frankenberg; Ginn & Company, New York; 1912; pp. 300; illustrated; $1.75.

A manual on newspaper making, in four parts:

"The collecting and writing of news," "The work of the staff," "Making a newspaper," "The American Press: its history and problems." An appendix contains examples and rules. A very complete discussion of the subject.

"Writing for the Press," by Robert Luce; Clipping Bureau Press, Boston; 1907; pp. 302; $1.00.

A book on newspaper writing with more than the usual space devoted to matters of language and style. Particularly helpful in the study of diction.

"Newspaper Reporting and Correspondence," by Grant M. Hyde; D. Appleton & Co., New York; 1912; pp. 350; $1.50.

A comprehensive manual for reporters, correspondents, and students of newspaper writing.

"Journalism for High Schools," by Charles Dillon; Noble and Noble, New York; 1918; pp. 120; $1.25.

A guide book for students in conducting the school paper, and in preparing themselves for newspaper work. Places emphasis on the fundamentals of news writing and the avoidance of mistakes commonly made by beginners.

History and Biography.

"Journalism in the United States," by Frederic Hudson; Harper & Brothers, New York; 1873; pp. 800; $5.00.

An exhaustive account of the American Press from 1690 to 1872. The only work of its kind. Valuable for reference but somewhat lacking in that proportion which distinguishes a history from a compilation.

"The American Newspaper," by James E. Rogers; University of Chicago Press, Chicago; 1909; pp. 200; $1.00.

A discussion of the different types of newspapers in the United States with quantitative and qualitative studies of the different kinds of materials in newspapers.

"Horace Greeley," by W. A. Linn; D. Appleton & Co., New York; 1903; pp. 267; illustrated; $1.00.

A brief and interesting biography of the founder and editor of the *New York Tribune.*

"Joseph Pulitzer," by Alleyne Ireland; Mitchell Kennerly, New York; 1914; pp. 230; illustrated; $1.25.

Gives an intimate view of the blind editor in his later years, as he was known to one of his secretaries.

"William Rockhill Nelson: The Story of a Man, a Newspaper and a City," by members of the staff of the *Kansas City Star;* The Riverside Press, Cambridge; 1915; pp. 274; illustrated.

A lifelike presentation of one of the great personalities in American journalism. An account of his fruitful work for his city and his fine ideals of newspaper service to society.

"The Newspaper," by G. Binney Dibblee; Henry Holt & Co., New York; 1913; pp. 256; $.50.

An interesting account of English newspapers with frequent references to the press of the United States.

"The Making of a Newspaper Man," by Samuel G.

Blythe; Henry Altemus Company, Philadelphia; 1912; pp. 239; $1.00.

The author's own story of his experiences in newspaper work in boyhood and early manhood.

"History of American Journalism," by James Melvin Lee; Houghton Mifflin Company, Boston; 1917; pp. 462; $2.50.

An account of the American Press covering the periods included in Hudson's history and the forty-five years since. Characterized by freshness and human interest.

Advertising.

"Advertising: Its Principles, Practice, and Technique," by Daniel Starch; Scott, Foresman & Co., Chicago; 1914; pp. 281; $1.25.

An interesting discussion of the problems of advertising, display type, mediums, copy-writing, and many other phases of the subject. An excellent book for the beginner.

"The Advertiser's Handbook," International Text Book Company, Scranton, Pa., 1910; pp. 400; $.50.

A small volume packed full of information for the beginner. Presents full details as to copy, typography, illustration, mediums, management, and advertising plans.

"Writing an Advertisement," by S. Roland Hall; Houghton Mifflin Co., Boston; 1915; pp. 218; illustrated; $.85.

Interesting account of the work of an advertising man, enriched by many references to incidents in the advertising world.

Miscellaneous.

"Types of News Writing," by Willard G. Bleyer; Houghton Mifflin Co., Boston; 1916; pp. 265; $1.50.

Well selected examples of all kinds of news stories classified in fifteen groups. Each group preceded by a discussion of the technique of the particular type of story in hand. Presents illustrative material in such form as to save much time for the teacher.

"Typical Newspaper Stories," selected and edited by H. F. Harrington; Ginn & Co., New York; 1915; pp. 297; $1.60.

Selections of local and personal items, short and long news stories, human interest and feature stories, interviews, stories of sports, crowds, and war. Each chapter contains a helpful interpretative introduction.

"Editorials from the Hearst Newspapers"; Arcadia Press; 1906; $1.00.

Selections from the earlier work of Arthur Brisbane, illustrating his vigorous style and appreciation of the human interest element.

"Casual Essays of the *Sun*"; Robert Grier Cooke, New York; 1905; pp. 422.

Contains some two hundred editorials in the characteristic style of the *Sun*. "Articles on many subjects, clothed with the philosophy of the bright side of things."

"National Floodmarks," edited by Mark Sullivan; George H. Doran Company, New York; 1915; pp. 391; $1.50.

"The Editorial," by L. N. Flint; D. Appleton & Co., New York; 1920; pp. 262; $2.25.

"The Coming Newspaper," by Merle Thorpe; Henry Holt & Co., New York; 1915; pp. 323; $1.50.

A collection of addresses on vital topics by eminent journalists and others, with an introduction by the editor dealing with the criticisms aimed at the modern press and the present day tendencies in journalism.

"The Profession of Journalism," by Willard Grosvenor Bleyer; The Atlantic Monthly Press, Boston; 1918; pp. 292.

A collection of articles on newspaper editing and publishing, taken from the *Atlantic Monthly*. Exceedingly valuable matter for collateral reading in any course dealing with the newspaper.

WHAT A GOOD PAPER DOES FOR A SCHOOL

When written by the students in a course in Newspaper Writing the high school paper may become a useful interpreter of the school. But a school paper that is allowed to "run wild" is anything but a useful interpreter.

That freedom of expression in print is an inalienable right of the immature as well as those experienced enough to appreciate its powers, its dangers, and its responsibilities, is a pernicious idea for young people to acquire. A paper largely frivolous in its matter and impertinent in its tone; placing absurd emphasis on the trivial, reveling in cheap humor, and discolored by bad taste is infinitely worse than no paper.

But a paper which, under the guidance of a person of mature judgment, prints not only the interesting personal news of the school—such as the items about

class elections, trips out of town by students, and funny incident stories—but also the more significant news about a new course of study, an experiment in the physics laboratory, a piece of new equipment, or a change on the teaching staff—in other words, a real newspaper—helps the school itself to acquire a healthy self-consciousness and educates the community to a better appreciation of what the school is doing for its young people.

Sometimes special pages or even entire issues may be given over to describing and interpreting and encouraging the work of some one department in the school. Care should be taken, of course, to treat all departments with fairness. It is advisable to insure this, in even routine news, by keeping a schedule of all the departments and interests of the school and checking them as they receive mention. And there is news everywhere. A good reporter can get more news out of the Latin room than a poor one can find in the principal's office. It lies with the reporters to see that every part of the school is translated into news.

A good school paper is an asset and the school will "realize on" it when the time comes for a new building or an increase in the tax levy.

Not only do the selfish interests of the school call for a paper, but the obligation of the teacher to supply school patrons with the information they crave about school affairs demands such a means of communication. The local papers do not always find time to give adequate attention to school affairs.

No one is likely to lose sight of the functions of the paper as a creator of school pride. Here, again, the

judgment of the teacher must come into play in leading students to select as matters for pride the things that deserve admiration.

The value of the paper as an exemplifier of good business methods may be very great. It is not strange that, left to themselves, student managers of a newspaper often arrive at a low level of business conduct. Methods of concealment and deception creep in. The influence on everybody concerned is bad. On the other hand, a paper with business records carefully kept and open to inspection; with a uniform advertising rate and a subscription list paid in advance, is an inoculator of the right business ideals. A well managed newspaper develops confidence and initiative in all who work on it. The reporter who learns to interview the president of the board of education without forgetting what he went after, no less than the ad-manager who talks business to the largest advertiser in town without trepidation, gets an invaluable training.

That the school paper can perform wonders in assisting school enterprises goes without saying. The student publication left without guidance, however, is likely to expend all of its enthusiasm upon athletics, leaving the less spectacular enterprises of the school to shift for themselves. A lecture course is not as thrilling as a football season. The school paper should not pretend to think so. Much more space will properly be given to athletic events. Their legitimate news value requires it. But the lecture course will yield many genuinely interesting stories to the paper that looks for them. So it is with the debating society, or the oratorical contest, the movement in support of

a charitable object, or the presentation of a gift to the school.

Another function of a well conducted school paper is to act as a medium for the expression of student opinion. This means that the paper becomes a safety valve for student feelings. Ultimately its value here is that of a unifying influence. Sometimes in a quite unexpected way it develops respect for authority. Editorial responsibility is sobering. In some school crisis the student at the head of the paper suddenly discovers that he must distinguish sharply between himself as a boy in school and the same self as an editor of a paper with the welfare of the school as a whole in his keeping. The net influence of the paper, except in rare instances, is sure to be in the line of good discipline. By its manner of handling matters of controversy it will keep down strife not only between groups of students but between students and teachers. The measure of its good influence depends only on the wisdom of those in charge of it.

But the serious purposes of the paper must not for an instant be allowed to obscure the fact that a prime necessity of its being is that it be interesting—readable. It must always be a student paper with the zest of youth, not a monstrosity artificially aged by a supervisor.

FIELD FOR A HIGH SCHOOL PAPER

In how small a high school may a paper be attempted?

That question has been shown by experience to be impossible of a definite answer. The safest statement

to make is that no high school is too small for the support of a creditable paper provided the idea back of such a paper is properly "sold" to the school and to the community.

It is no longer a novel saying that salesmanship, in a broad sense, enters into most of the events of every person's day. It is in this sense that the idea of a school paper must be "sold." Experience shows that a teacher with the enthusiasm and skill of a good salesman can do this in a small town as successfully as in a large town, provided fortune smiles on him to the extent of supplying a boy or two and a girl or two who have the heavenborn initiative and aggressiveness that makes them helpful in such undertakings. With these indispensable assistants the burden on the teacher of maintaining a school paper, even in a very small town, is light.

If a paper can be financed in no other way, assistance should be given by the general school fund for the reason that a good paper is a valuable part of the school equipment.

Perhaps the second doubt that presents itself to the mind of the prospective founder of a high school paper is that there may be insufficient material for publication. This is never good cause for concern. There will not always be smashing news stories for every issue of the paper, but that merely means that the stories which are available must be handled with all the more skill. Fortunate indeed is the student who learns to make the most of what he has. The interesting treatment of relatively important news enables many a newspaper to succeed. The suggested assign-

ments in the outline of the course may be of assistance in this direction to the teacher with little experience.

"But will the students take hold and work hard enough to make the paper successful? Enthusiasm of students has been known to fail in the best of causes. Might the paper become a dead weight on the teacher's shoulders?"

Experience has given reassuring answers to all such questions. The strength of the interest incentive may be relied upon. No student remembers to count hours devoted to so novel an experience as getting out a paper. A sense of the grind comes, if at all, years afterwards at the fag end of the daily round in some newspaper office.

"But the paper will make mistakes! It is hopeless to expect accuracy of students! There will be complaints! The paper is liable to become an unmitigated nuisance!"

All of which apprehensions are in a measure justified. The person who supervises a high school paper must expect annoyances; must expect that after he has perfected a system by which the spelling of every name that goes into the paper is to be verified by three different persons, names will appear in print as badly scrambled as if the object had been a conscientious transposition of as many letters as possible; the teacher of physics will report that he has been misquoted as to the use of the gyroscope to lend stability to airplanes; some of the cleanest copy handed in will turn out to be worthless as news material and some of the best stories will be illegible; the instructor will be harassed at all hours of the day and night with ques-

tions about the obvious and inquiries about the trivial —all these things, and more, will test the patience and refine the tact of the one who looks after the school paper. But it is worth the price. From all standpoints—service to the students in the class, benefits to the school, exercise of his own powers—the instructor is well paid for all the efforts he expends.

HOW SHOULD THE STAFF BE ORGANIZED

Assuming that there are as many as twenty boys and girls in the class in Newspaper Writing it is usually advisable that the teacher, having received authority from the faculty, should appoint the chief executive in each of the two principal departments of the paper, editorial and business. Sometimes it will be found advisable to fill such positions by an election in which the members of the class or even the members of the entire school participate. Under some conditions neither the editor nor the business manager could wisely be chosen from the class.

The personnel of the staff must be such as to command the respect of the school. But it is the teacher's task to see that merit and not popularity is the controlling factor in all selections. Details as to the method of nominating members of the staff cannot profitably be discussed here, since the degree of participation by the school or the class or the faculty in making nominations, eliminating the less fit, and exercising the final choice, will be determined by varying conditions prevailing in the school. Almost the only invariable rule is that the directing influence of the teacher should be felt in everything that is done.

When completely organized, the staff will be composed somewhat as follows: An editor in chief; an assistant editor to help with the editorial page; an assistant editor to help with the news; reporters assigned to the different school interests and activities and perhaps to the different rooms and classes; as many department editors as may seem desirable to look after literary features, humorous material, exchanges, etc.; a business manager; an assistant business manager in charge of advertising; and an assistant business manager in charge of circulation.

The principal editors, in consultation with the supervisor, will determine the policies of the paper.

The editor-in-chief, working with his assistants, will plan each issue of the paper, write or select editorials, prepare and give out news assignments, write heads or edit heads written by members of the class, and stand as the responsible head of the paper.

The business manager will work with both the advertising and circulation managers in developing the income and controlling the expenditures of the paper. He should require from his assistants prompt and detailed reports on all business matters and should in turn submit frequent reports for faculty inspection.

The duties of the other members of the staff suggest themselves without enumeration.

THE APPEARANCE OF THE PAPER

With the organization of the staff completed, the next question that arises concerns the typographical appearance of the paper. Naturally, high school exchanges of different types will be studied and the

best features of each adopted. The advice and help of a competent printer is indispensable. Questions as to style and size of type are questions of taste, but it is safe to say that preference is to be given to plain type both in the main heading of the paper, the heads of the news columns, and the advertisements.

The larger size of page affords the more opportunities for effective make-up.

Nothing is usually gained by departing from the standard newspaper column width, thirteen pica ems.

The handsomest page is likely to be the one set in eight point type—or even seven point. Bold face type is undesirable. The typographical effect sought should show restraint in harmony with the size of the page.

SOME BUSINESS DETAILS

The subscription rate should be affected only slightly by the frequency of issue or size of the paper. A high school paper, as such, regardless of how good a paper it is, should sell for at least one dollar a year.

Likewise advertising rates can hardly be placed on a scientific basis. By scientific basis is meant conformity to the generally established newspaper rate of approximately twenty cents an agate line for each hundred thousand readers. Any attempts to measure the relative value of advertising in the high school paper would be ridiculous. The most that can be said is that the small paper must receive, in order to exist, a higher rate per inch per reader than a larger paper.

Twenty-five cents an inch does not seem too high for space in a high school monthly, or twenty cents in a weekly.

The campaign planned by the circulation manager should be so vigorous as to bring in even the school tight-wad. In some public way the merits and the needs of the paper should be presented to the school as a whole and the coöperation of the faculty and students alike enlisted.

Every business man in town may be regarded as a possible advertiser. The business manager and the advertising manager will work together in planning the most effective campaign to reach merchant and professional man. The teacher should strive to develop real salesmanship ability in the advertising manager. Any paper will lead a precarious existence if it is on a charity basis. A profitable business comes with the respect of the merchants. The advertising manager gains this respect by first putting himself in the merchant's place and studying the question from that standpoint, and then presenting the matter to the merchant in a logical, forceful, and courteous manner.

COST OF A PAPER

The cost of printing five hundred copies of a five-column, four-page paper will be approximately twenty dollars. A four-column paper will cost four or five dollars less.

CHOOSE AN APPROPRIATE NAME

At the close of this discussion of the high school paper, a plea should be made for the adoption of a sen-

sible name. There are many standard names for newspapers which are dignified and significant. The object sought in choosing a name should not be uniqueness. Such names as *News, Herald, Times, Tribune, Journal, Gazette,* are appropriate.

STUDENTS SHOULD CRITICIZE THEIR PAPER

When the paper appears, the class will profit by turning upon it the most searching criticism:

Is the appearance of the paper satisfactory? Is the first impression that the paper gives a good one?

Is the material that has gone into the paper interesting, varied, vital to the school?

Does the paper represent the coördinated work of many or the disproportionate effort of a few?

Is the issue satisfactory from a business point of view?

Is there a purpose—a dynamic force—behind the paper: to promote a school or civic enterprise, to improve the work or the play or the health of the school and town?

Has the proof reading been well done?

Has the material been handled in the best possible manner to get out of it the utmost news value?

Are there bits of bright, clean, poisonless fun for entertainment's sake?

Is the paper keenly alive to the future as well as the past and present?

In what ways can the next issue be made better than the present one?

Outline of the Course, by Weeks

The outline which follows is merely a framework on which the teacher may build a course in Newspaper Writing. In no case is the analysis of topics exhaustive; it merely suggests the direction of the discussion.

In the planning of the assignments, it has been assumed that the class will write for a weekly school paper.

The division of the materials of the course into two classes described as "The Newspaper" and "Newspaper Writing" seems necessary and useful. The latter group is of course, the more important. Indeed, the former might be omitted entirely without destroying the value of the course, although there would result, in all probability, a lessening of interest. The student would also fail to get considerable information that all readers of newspapers should have.

Some teachers will prefer to devote one period a week to "The Newspaper." Others will find it better to take up such topics in the first ten or fifteen minutes of each period.

Some teachers with considerable preparation for handling the course will prefer to give talks on "The Newspaper." Others with less preparation will get equally good results by assigning the topics to the members of the class and having their reports read. This will be a particularly good plan in dealing with historical and biographical subjects.

In the division, "Newspaper Writing," emphasis has been placed on the discussion and criticism of

students' work. This alone should probably occupy more of the time of the class than all the rest of the work. The study of errors and of points of excellence in the work of students is of the utmost value.

Likewise in suggested "Assignments," emphasis has been placed on the writing of news. If the paper starts the first week of school, the students will have time for nothing but news writing, and other assignments should be omitted.

It may be found advisable to require weekly—or occasional—themes in addition to the writing of newspaper stories. Every department of the newspaper can supply several excellent theme topics. Some of the books on newspaper writing, particularly Opdyke's "News, Ads, and Sales," offer suggestive lists of such topics.

FIRST TERM

FIRST WEEK

The Newspaper.

The newspaper as a business and social institution. What it is. The individual and social needs that have brought it into being. The points of view from which a newspaper must be surveyed in order to be understood: material; mechanical; typographical; make-up; scope, quantity, and completeness of news matter; handling and departmentalization of news; comment or opinion; entertainment features; advertising; style; tone or spirit; ethical qualities; purposes; dynamic force; usefulness to owner, town, state, country, society; historical background.

Newspaper Writing.

News: What it is and how it is to be recognized. The element of timeliness. The element of nearness. The element of strangeness. The element of familiarity. The value of names. Explanation of newspaper terms. Class discussions, questions, and criticism.

*Assignments.**

Reading of newspapers in order to find illustrations of the topics discussed in class. Making memoranda in notebooks for reports in class. (Clippings from newspapers taken in the home may be pasted in notebooks. The papers that come to the class will, of course, not be mutilated, but may be marked for clipping purposes after they are old.)

SECOND WEEK

The Newspaper.

The functions of newspapers in modern society. The world without newspapers. The value of newspapers under different forms of government.

Newspaper Writing.

Kinds of news to be found in the school. The chief sources of news. Where to go for news of faculty meetings, class meetings, lectures, additions to school equipment, laboratory experiments, athletic contests, debates, school entertainments, meetings of the board of education, changes in the faculty, etc. Criticism of students' work.

* If, as is desirable, the first issue of the high school paper appears the first week of school, the assignments will, from the first, include the writing of news.

Assignments.

Original investigation as to the value of the local paper to the community. The same as to the high school paper. Reading references to chapters describing the nature and functions of newspapers. Preparation of reports on assigned topics.

THIRD WEEK

The Newspaper.

How the newspaper staff of a large daily is organized. How newspapers are put together. The manufacturing processes in the production of newspapers. Survey of the material in a newspaper to determine what members of the organization have to do with each part.

Newspaper Writing.

Organization of the staff of the students' paper, with the teacher as general supervisor or as news editor temporarily. How to approach different kinds of people for news. When and how to take notes. "Don'ts" for news gatherers. Criticism of students' work.

Assignments.

Investigation of methods of dividing the work in local newspaper offices, and the mechanical side of their production. Preparation of reports. Reference reading.

FOURTH WEEK

The Newspaper.

The kinds of materials that go into the newspaper. The main differences between news stories, human interest stories, feature stories, and editorials. (The intensive study of these forms comes later.)

Newspaper Writing.

News sources in the local community. How to prepare copy. (Offer of extra credit for typewritten copy.) How to handle names. The assignment book. The future event record. News runs. "Don'ts" for the news writer. Criticisms of students' work.

Assignments.

Selection of examples of the four kinds of newspaper articles. Making out of assignments for the paper. Reading references.

FIFTH WEEK

The Newspaper.

The story of American journalism. (Will Irwin's series of articles on "The American Newspaper," published in occasional issues of *Collier's* during 1911, will be found helpful to teacher or student preparing historical reports. The articles have not been issued in book form.) The first Colonial papers. Benjamin Harris and John Campbell. The conditions under which the first newspapers were published.

Newspaper writing.

The personal item: The skeleton; putting on the flesh. Complete identification of the person mentioned. Common errors in writing small news. Criticism of students' work.

Assignments.

The writing of personal news. Rewriting items after criticism. Reference reading on news.

SIXTH WEEK

The Newspaper.

Early newspapers from the standpoint of personal and local news. Comparison with English papers of the same period. A significant fight for freedom of the Press in the trial of Peter Zenger.

Newspaper Writing.

The small local. The dramatic element in small news. The odd. The whimsical. The humorous. The pathetic. The high school reporter's treatment of confidences. How the reporter educates his acquaintances to become news sources. Criticism of students' work.

Assignments.

The writing of small local items. Rewriting items after criticism. Reports regarding news sources and difficulties encountered by the student in news gathering.

SEVENTH WEEK

The Newspaper.

Pre-Revolutionary newspapers. The character of

their editors. Their financial standing. The Revolutionary epoch as to the effect of its events on the Press of that time.

Newspaper Writing.

The news story. The five W's: who, what, when, where, why. How their relative importance varies. Conditions that give pre-eminence to one element. Verifying rumors. Criticism of students' work.

Assignments.

Selections of examples of news stories illustrating the different ways of handling the five W's. Writing news stories. Reference reading.

EIGHTH WEEK

The Newspaper.

The political party Press. Service performed by newspapers in the formation of the country's institutions. Deliberation in early newspaper methods.

Newspaper Writing.

Structure of the news story. Stories of fires and accidents and personal encounters. Study of typical stories. Accuracy, the first and last word in newspaper practice. Why it is difficult to attain. Practice in writing heads for hypothetical stories. "Don'ts" for reporters. Criticism of students' work.

Assignments.

Reference reading on the form of the news story. Writing of news stories. Organization of facts con-

stituting the news story, preparatory to the dictation of the story in class as though to a telephone.

NINTH WEEK

The Newspaper.

The first penny papers. Beginning of some of the great newspapers of the present day. Newspapers in Civil War times.

Newspaper Writing.

Structure of the news story (Continued). Stories of crime. Police news. Courthouse news—the kinds of stories to be found in the different offices, and how to handle them. Study of model stories. Criticism of students' work.

Assignments.

Regular reading and writing assignments supplemented by practice in rewriting newspaper stories, boiling down long stories, and expanding short ones.

TENTH WEEK

The Newspaper.

Newspaper expansion in the latter part of the Nineteenth century. The appearance of the "yellow press." The development of entertainment features. Growth of advertising.

Newspaper Writing.

Structure of the news story (Continued). Essentials of the good report of a speech. The use of advanced copies of addresses. Reports of public entertainments. Writing reports of births and deaths.

Study of model stories. Common faults of reporters. Criticism of students' work.

Assignments.

Appropriate reading and writing assignments. The hearing of an address (Read to the class by the teacher, if necessary) and the writing of a report thereof.

ELEVENTH WEEK

The Newspaper.

The Press of the Twentieth century, in cities and in rural communities.

Newspaper Writing.

Structure and style of news stories. Stories of sports. What the reporter must know about games and players. The misuse of slang. Fairness in reports of contest. Study of typical stories. Criticism of students' work.

Assignments.

News writing. The writing of follow-up stories. Discovery of new angles from which to look at a news situation. Reading references.

TWELFTH WEEK

The Newspaper.

Biographical stories. The life of Benjamin Franklin and his contribution to American journalism. William Cullen Bryant as an editor.

Newspaper Writing.

Structure and style of news stories (Continued).

The news of society. Reporting parties, receptions, visits, engagements, marriages. The news of business changes and town improvements. Market news. Hotel news. Local politics. Studies of typical stories. Scoops. Tips. Criticism of students' work.

Assignments.

Gathering and writing of town news and comparison of work with that of the reporters on local papers. Study of several small papers from different states and reports on contrasting methods of handling town news. Reading references.

THIRTEENTH WEEK

The Newspaper.

Biographical studies. The life and work of Horace Greeley. Influence on American journalism of James Gordon Bennett. Newspaper career of Charles A. Dana.

Newspaper Writing.

(Having worked thus far towards acquiring the technique of writing news stories, the student may now profitably give more attention to the matter of judging the value of the material used by newspapers.) News values from the standpoint of the local editor. Questions of breadth and depth of interest. Class exercises in forming quick judgments as to news values. Criticism of students' work.

Assignments.

Writing and reading assignments conforming to the needs of the paper and the teacher's detailed plan for the course. Report on a search for mistakes in judg-

ment as to news values, or conflicts in judgments, by different editors.

FOURTEENTH WEEK

Biographical studies of such editors as Samuel Bowles, Joseph Medill, Henry J. Raymond, Joseph Pulitzer, Whitelaw Reid, Harrison Gray Otis, and William R. Nelson; or of such living journalists as Henry Watterson, William Randolph Hearst, Oswald Garrison Villard, Victor Lawson, James Kelley, Jason Rogers, Adolph Ochs, Frank Munsey, Arthur Brisbane.

Newspaper Writing.

The question of news values for papers at some distance from the event. Conditions that lend to a happening importance largely irrespective of distance. Newspaper correspondents. The work done by the different classes of correspondents. How they are paid. Criticism of students' work.

Assignments.

News writing. Reports on local news suitable for outside papers. Subjects for feature stories suitable for outside papers.

FIFTEENTH WEEK

The Newspaper.

Studies of newspapers representing different types. Papers of the conservative group. Distinguishing features common to all. Individual peculiarities. Conservatism as to content and as to style.

Newspaper Writing.

Instructions to correspondents: what to send and what not to send. How to write a query. How to mail advance stories. The release date. (The teacher may assume the rôle of a telegraph editor, appointing the students to different kinds of correspondence work.) Criticism of students' work.

Assignments.

Writing and reading assignments. Practice in writing queries and in writing the longer stories assumed to have been ordered as a result of queries.

SIXTEENTH WEEK

The Newspaper.

Studies of newspapers representing different types (Continued). Papers of the sensational group. Sensationalism as to content and as to style. The extreme type known as "yellow."

Newspaper Writing.

The interview as a distinctive form of study. Advantages for the reader, the paper, and the news source. How to get an interview. How to write it. How the reporter keeps himself out of the story. The use of quotations. Study of model interviews. Criticism of the students' work.

Assignments.

The writing of interviews with other students or with parents, then with outsiders. Interviews with clerks as to selling methods, with merchants, firemen, and others.

SEVENTEENTH WEEK

The Newspaper.

Press associations; their organization, methods, and usefulness. News bureaus. Syndicates.

Newspaper Writing.

The interview (Continued). How to handle characterization of the person interviewed; through descriptive passages; through wording of conversation; through introductions to quotations. Study of typical interviews. Criticism of students' work.

Assignments.

The writing of interviews containing characterization. Regular writing and reading assignments.

EIGHTEENTH WEEK

The Newspaper.

How to read newspapers—depending on the time and interests of the reader. The good and bad in newspapers.

Newspaper Writing.

Review.

Assignments.

Review.

SECOND TERM

During the second term the discussion of general newspaper topics, listed under the heading, "The Newspaper," takes up the duties of individuals on the

staff. Then follows a consideration of a few general topics which it did not seem appropriate to associate with the historical and biographical studies in the first semester. The magazines also receive attention; in some high schools they are given much more time than is suggested here.

In continuing throughout the year the discussions which have to do with the professional aspect of journalism, the sole purpose is to provide the keenest possible stimulus to the students' interest in writing and to impart information which everybody should have.

Specialized forms of newspaper writing receive attention during the second term, but must never be allowed to encroach on the primary business of the course, the application of rhetorical principles to the writing of news.

FIRST WEEK

The Newspaper.

Duties of the editor-in-chief and his assistants. Qualifications required for the work. Relations to others on the staff.

Newspaper Writing.

The human interest story: what it is; its purpose. Subject matter: stories of children, of old people, of cripples, of animals, of hobbies, of nature. Discussion and criticism of students' work.

Assignments.

Gathering material for human interest stories from

the life of the school. Reading references on the human interest story. News writing.

SECOND WEEK

The Newspaper.

Duties of the managing editor. Qualifications required. Relations to others on the staff.

The human interest story: its form. Organization of human interest stories in class and exercises in the group writing of such stories from a given set of facts. Criticism of students' work.

Assignments.

Writing of human interest stories from material gathered outside the school. Reports on situations and material suitable for human interest treatment observed by students in the pictures at the "movies." News writing.

THIRD WEEK

The Newspaper.

Duties of the news editor or the night editor. The work of the city editor. Relations of each to the other members of the staff. How they handle the reporters. Qualifications of reporters: accuracy, industry, reliability, speed, impartiality, nose for news.

Newspaper Writing.

The human interest element in news. Importance of appreciation of this element. Human interest side lights in other types of writing than in newspaper writing. Criticism of students' work.

Assignments.

Searching the newspapers and magazines for examples of human interest stories and for bits of human interest material. News writing.

FOURTH WEEK

The Newspaper.

Duties of the telegraph editor, and his relations to other members of the staff. Duties of the state editor.

Newspaper Writing.

The feature story: what it is; its purpose. Subject matter: scientific, historical, biographical, artistic, industrial, statistical, religious. Criticism of the students' work.

Assignments.

Gathering material for feature stories dealing with something in the school. Reading references on the feature story. News writing.

FIFTH WEEK

The Newspaper.

Duties of copy readers. Methods employed in editing copy.

Newspaper Writing.

Feature story: its form. Organization of feature stories in class, and practice in the group writing of such stories. Criticism of students' work.

Assignments.

Gathering material for feature stories dealing with

something outside the school. Reports on material suitable for feature story treatment observed by students in the pictures at the "movies." News writing.

SIXTH WEEK

The Newspaper.

Department editors and their duties; financial editor, dramatic, art, literary, sport, exchange, Sunday.

Newspaper Writing.

Feature stories about books. The book review: what a review aims to do for the reader; the fact element; the element of opinion. The Sunday illustrated feature story. Criticism of students' work.

Assignments.

Searching the newspapers and magazines for examples of feature stories. Writing reviews of favorite books. News writing.

SEVENTH WEEK

The Newspaper.

Duties of the business manager. Proper relations between him and the editorial department.

Newspaper Writing.

The editorial: what it is; its purpose to inform, interpret, convince, influence, entertain; subject matter; form; relation to the news; special weapons such as irony, sarcasm, satire, innuendo. Criticism of students' work.

Assignments.

Reading editorials in newspapers and classifying them from the point of view of purpose and from the point of view of form. News writing.

EIGHTH WEEK

The Newspaper.

Duties of the advertising manager and his relations to the business interests of his town. Number of kinds of business represented in the ordinary newspaper.

Newspaper Writing.

Editorial opinion in the other parts of the paper than in the editorial columns. The question of introducing opinion into the news stories. Permissibility of opinions in headlines. Criticism of students' work.

Assignments.

The writing of editorials, both of the critical type and of the constructive type. Writing the first and last paragraphs of editorials designed to produce certain given effects. News writing.

NINTH WEEK

The Newspaper.

Duties of the circulation manager. His importance to the prosperity of the paper. His value as an observer of the attitude of the public towards the paper.

Newspaper Writing.

Make-up and materials of the editorial pages.

Special columns. Communications. Paragraphs. Verse. Criticism of students' work.

Assignments.

The writing of communications to the school paper. Writing pointed paragraphs. Writing newspaper verse. Writing news.

TENTH WEEK

The Newspaper.

Newspaper illustration. The newspaper photographer. Engraving processes.

Newspaper Writing.

The writing of advertising. Task of the ad writer and the means he takes to have his advertisements seen, read, believed, remembered, acted upon. Need for a style having simplicity, clearness, forcefulness, emphasis, vividness, brevity. Criticism of students' work.

Assignments.

Investigation and reports on various aspects of advertising, including the submission of examples of good and bad ads. News writing.

ELEVENTH WEEK

The Newspaper.

Cartoons: their purpose and their value to the paper. Types according to different classifications.

Newspaper Writing.

The ad writer's use of different rhetorical forms. Description, narration, expositions, argument and

persuasion in advertising. Criticism of students' work.

Assignments.

Practice in writing advertisements for the paper, taking pains to make each bit of description, exposition or argument serve the ends of salesmanship. News writing.

TWELFTH WEEK

The Newspaper.

The newspaper library or "morgue"; how the material is found and classified so as to be of the greatest possible use to the paper.

Newspaper Writing.

Headline writing. Heads that are of the utmost service to the reader. The difficulties of writing good heads. The different parts of a complex heading. Criticism of students' work.

Assignments.

Investigation and reports on headlines in newspapers. Formulation of the simpler rules for a style sheet of headlines. News writing.

THIRTEENTH WEEK

The Newspaper.

The Sunday section. The prevailing types, and the materials used by Sunday editors. How the Sunday paper differs in matter and make-up from other editions.

Newspaper Writing.

Headline writing (Continued). The styles of type that may be used. How heads are built. The style sheet. Criticism of students' work.

Assignments.

Practice in writing headlines. News writing.

FOURTEENTH WEEK

The Newspaper.

The equipment of a newspaper office; type, composing machines, presses.

Newspaper Writing.

Copy reading. Why newspaper styles are not uniform. The mechanics of correcting copy. Markings used. Important rules of newspaper styles. Criticism of students' work.

Assignments.

Investigation and report as to variations in newspaper style. Practice in reading copy. News writing.

FIFTEENTH WEEK

The Newspaper.

The weekly periodicals: reviews of general and political topics; literary weeklies; humorous weeklies. Kinds of material used in each type of publication and the resulting values to different classes of people.

Newspaper Writing.

How the proof reading is done in newspaper offices.

The expensiveness of bad copy. The marks used in proof reading. Rapid blackboard drill in learning the use of proof reader's marks. Criticism of students' work.

Assignments.

Study of weekly periodicals from various points of view; comparison of contrasting types; preparation of reports. News writing.

SIXTEENTH WEEK

The Newspaper.

The weekly periodicals (Continued).

Newspaper Writing.

Newspaper make-up. Possibilities in the make-up for the page of six or seven or eight columns. Securing contrast. The balancing of type elements and pictures. The "smash." Number of stories on the page. Policy as to breaking over stories on the front page. Criticism of students' work.

Assignments.

Preparation by the student of his ideal newspaper page from a typographical point of view, the headlines being printed with a pencil or pen and the illustrations represented as neatly as possible. News writing.

SEVENTEENTH WEEK

The Newspaper.

The monthly magazines: reviews of general and political topics; literary magazines; reforms; business;

women's interests. Kinds of material used in each type of magazine and the resulting values to different classes of people.

Newspaper Writing.

Newspaper make-up (Continued). Class practice in planning the make-up of the school paper according to a conservative style and according to a sensational style. Discussion of the advantages and disadvantages of each. Criticism of students' work.

Assignments.

Study of monthly magazines from various points of view; comparison of contrasting types; preparation of reports. News writing.

EIGHTEENTH WEEK

The Newspaper.

The monthly magazine (Continued).

Newspaper Writing.

Review.

Assignments.

Review.

The Lampoon

SPEAKERS SHOWED ABILITY IN TRY-OUT

ENTERTAINED BOARD MEMBERS AND WIVES

SENIORS WIN THEM

SAN JOSE HIGH SCHOOL HERALD

Don't forget the Parade this afternoon.

336

MR. OSENBAUGH PLANS

10 MEN ENTER STATE TRACK MEET SATURDAY

S. J. WINS DAVIS TRACK AND SWIMMING MEETS

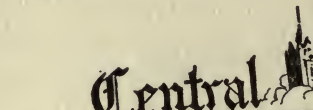
LAWRENCE HIGH SCHOOL BUDGET

VOL. XXVII — LAWRENCE, KANSAS, APRIL, 26 1918 — No. 16

STUDENT COUNCIL PAPER COLLECTIONS NET RED CROSS $22

NORMAL TRAINING WORK IN CHARGE OF SPECIALIST NEXT YEAR

PARENTS AND FRIENDS URGED TO ATTEND


Central Outlook

PRICE FIVE CENTS

VOLUME I. No. 22 — ST JOSEPH, MISSOURI, TUESDAY, APRIL 16, 1918

MOVIE STUDIO HERE

Central Loses to Mount Vernon

CLIO PRESENTS TWO SUCCESSFUL COMEDIES

THE CARDINAL

PUBLISHED EACH MONTH BY THE STUDENT-BODY OF OSAWATOMIE HIGH SCHOOL.

VOL. 2. — OSAWATOMIE, KANSAS, APRIL, 1918 — NO. 9

ALUMNI ANNOUNCES SOMETHING DOING

BAKER GIFT

RAH

THE ECHO

PUBLISHED BY THE HIGH SCHOOL FOR THE HIGH SCHOOL

BACCALAUREATE

THE ORACLE

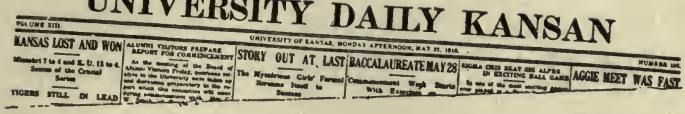
VOLUME VII. — WINFIELD, KANSAS, TUESDAY, APRIL 30, 1918. — NUMBER 25.

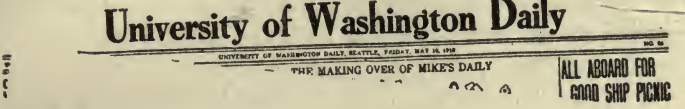
JUNIOR HIGH SCHOOL

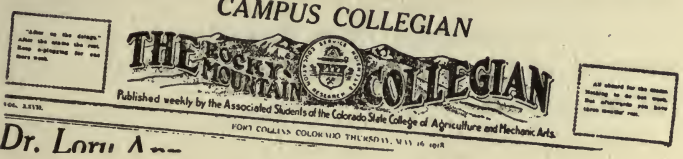
ALPHA SOCIETY WON

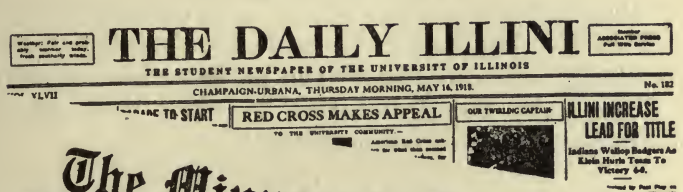
H. S. DEMONSTRATES

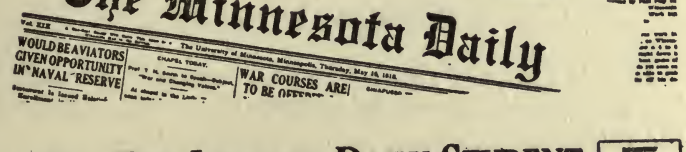
Names and Styles of High School Papers—Some Dangerously Near the Freakish

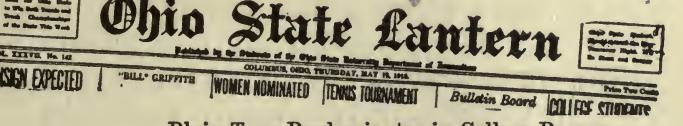












Plain Type Predominates in College Papers

A University Course in Journalism

For those students who have a vocational interest in the subject, Newspaper Writing in the high school serves as an introduction to the professional courses in the college and in the university.

It may possibly be of service to the high school teacher to have at hand an outline of a professional course in journalism. The following is the course given by the Department of Journalism in the University of Kansas.

FRESHMAN YEAR

This first year of college work, required before any regularly enrolled student can enter courses in journalism, lays the foundation for the professional courses in the succeeding years.

SOPHOMORE YEAR

In this year the student in journalism does most of his work in regular college classes but is admitted to the following professional courses:

THE NEWSPAPER I (1*). News gathering and news writing. The fundamentals of all forms of newspaper writing. Credit ..... 3 hours

THE NEWSPAPER II (2). (Continuation of 1). Credit..... 3 hours

* The number of the course in the University catalog.

Comparative Journalism (3). American newspaper types, etc. Credit....2 hours

History of American Journalism (4). Credit..... 2 hours

JUNIOR YEAR

Approximately half of the student's work during this year is in journalism courses:

Editorial Practice I (61). Copy reading, make-up. Credit..... 2 hours

Editorial Practice II (62). (Continuation of 61). Credit..... 2 hours

Interpretation of the News I (53). Editorial writing and current events, departments, criticism. Credit..... 2 hours

Interpretation of the News II (54). Continuation of 53). Credit..... 2 hours

Advertising I (55). Markets and marketing. Principles and organization. Credit ..... 3 hours

Advertising II (56). (Continuation of 55.) Psychology of advertising. Copy writing. Credit ..... 3 hours

Advanced News Writing I (67). Credit ..... 2 hours

Advanced News Writing II (68). (Continuation of 67.) Credit..... 2 hours

SENIOR YEAR

As in the Junior year, regular college work accompanies professional study:

EDITORIAL PROBLEMS AND POLICIES I (59). Ethics, campaigns, etc. Credit.. 3 hours

EDITORIAL PROBLEMS AND POLICIES II (60). (Continuation of 59.) The publishing world. Credit..... 3 hours

MAGAZINE WRITING (51). Surveys, analysis, practice. Credit..... 3 hours

THE SHORT STORY (52). History, theory, practice. Credit..... 3 hours

NEWSPAPER ADMINISTRATION I (57). The country newspaper. Credit..... 2 hours

NEWSPAPER ADMINISTRATION II (58). (Continuation of 57.) Standard Cost System. Selling advertising. Credit..... 2 hours

THE MECHANICS OF PRINTING (65). No credit

THE ART OF PRINTING (66).....No credit

GRADUATE WORK

Approximately half of the foregoing courses may be pursued in the Graduate year for credit towards the M. A. degree, in addition to the exclusively Graduate course:

GRADUATE SEMINAR AND RESEARCH FOR THESIS. Credit..... 5 to 10 hours

OTHER COURSES

Linotype Operation. Six weeks' course.. ..... No credit

Courses in the Summer Session. Journalism 1, 51, 53. Credit..... 7 hours

Courses by Correspondence. Journalism 1, 2, 51, 52, 55, 56, 67, 68.

IN GENERAL

Number of professional courses in the department, 14.

Number of hours for undergraduate credit, 44.

Number of hours accepted for both undergraduate and graduate credit, 32.

Total number of hours in the department, 54.

Requirements for entrance to classes in journalism, 30 hours of college credits except in case of unclassed or special students with newspaper experience.

Requirements for a major in journalism, 20 to 40 hours, of which at least 12 hours must be in courses not open to sophomores.

Degree of A.B. is given to those who complete 120 hours of work in the college.

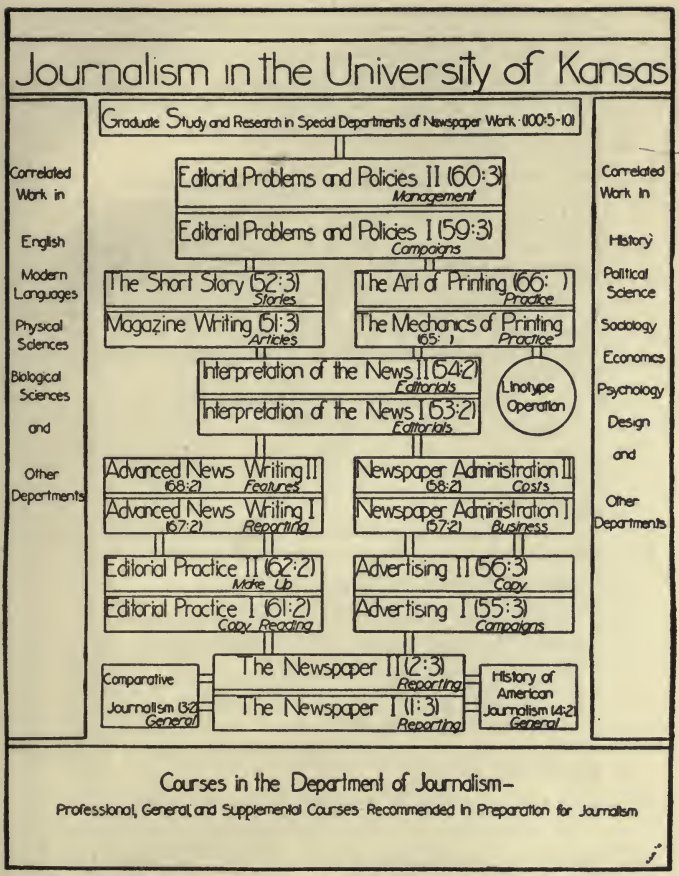
No special degree in journalism; but a certificate of work satisfactorily completed.

The student is advised as to his work in other departments than journalism—history, economics, sociology, political science, English, science, language, etc.—but no specific requirements are made.

The student's ambitions and apparent capabilities are, of course, considered in planning his work. The only courses always prescribed are Newspaper 1 and 2.

The order of courses in the junior and senior years is not invariable, but the distribution given above is typical.

The courses in printing are recommended to a student intending to enter the country newspaper field or the advertising field.



Numbers in parenthesis give the catalog number of the course and the credit hours. For example (1:3) means course 1, giving three hours credit. The word in a lower corner of each panel suggests the character of the practical work or research work required.

Requirements for entrance to all classes in journalism: 30 hours of college credit except in case of unclassed or special students with newspaper experience.

Prerequisites are as follow: Courses 2, 61, 67, 68 must be preceded by course 1 or equivalent newspaper training; 53, 54, 55, 56, 57, 58, 59, 60 must be preceded or accompanied by 1, unless the department accepts, as equivalent, previous newspaper training; 63 must be preceded by 61. Except for these restrictions, students may, when necessary, enter courses at the beginning of the second semester, each of the two semester's work being a distinct unit.

Requirements for a major in journalism: 30 to 40 hours, of which at least 12 hours must be in courses not open to sophomores. Not fewer than 30 nor more than 60 hours may be elected from the group including the major department. A "minor" may not exceed 24 hours. The student is advised as to his work in other departments than journalism, but no specific requirements are made.

Several courses are broader in scope and of more general cultural value than the strictly professional courses, and may be entered by students not contemplating newspaper work. Among these are 3, 4, 51, 52. In other cases that these the department should be consulted before enrollment.

Summary of credit hours: number of hours offered for undergraduate credit, 44; number of hours accepted for both undergraduate and graduate credit, 33; total number of hours in the department, 54.

ENGLISH

Journalism for High Schools (Charles Dillon).

Tells you how to organize every department of newspaper work; provides excellent models for the school paper; shows how to get business to support it, and goes carefully into every item likely to be needed in this branch of the work.

Newspaper Writing in High Schools (L. N. Flint).

In several states Newspaper Writing is being introduced as an English optional; and in some schools which have no such course there is a tendency to modify methods of teaching English composition to conform to the principles and technique of newswriting. Prof. Flint's (Department of Journalism, University of Kansas) chief object in writing this book was to encourage the growing interest in newspaper writing in High Schools.

Graded Exercises in Punctuation and Use of Capitals (Elmer W. Smith).

Method Unique, Rules Clear, Exercises Cumulative, Convenient Form, Saves Time, Good Models.

Graded Sentences for Analysis (Rossman-Mills).

1200 sentences for analysis or diagraming. Can be used in connection with any standard Grammar.

English Grammar Drill (Gemmill)

Preparatory to the study of *Latin.*

Graded Dictation Speller (Rossman-Mills)

Book I (For 4th and 5th Grades).

Book II (For 6th, 7th and 8th Grades)

New Orthography and Orthoepy (Frank V. Irish)

Fundamentals of the English Language. Over 166,000 copies sold.

American and British Authors (Frank V. Irish).

An *American* text-book on Literature, giving our own great authors first place, without disparaging or slighting British authors.

One Term with American Authors (Frank V. Irish)

Treasured Thoughts (Frank V. Irish).

From the world's best Literature.

Short Stories (by Harvard Men) Maynadier

The best stories written by Prof. Maynadier's advanced classes in English at Harvard University.

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